

It Takes More than a Warm Body: A Multi-pronged, Strategic, Statewide Approach to Addressing Shortages

AACTE Annual Meeting
Louisville, KY

Presenters:

Lynn Holdheide

Center on Great Teachers & Leaders & CEEDAR Center

Lindsey Hayes

Center on Great Teachers & Leaders & CEEDAR Center

WHY SHOULD WE BE CONCERNED?

Shortages in Special Education have been with us forever, but now they are reaching crisis proportions.



WHAT THE DATA TELLS US

- 48 states and the District of Columbia report shortages of special education teachers
 - 42 states report shortages of early intervention providers
- *Council for Exceptional Children Issue Brief (2018)*





EQUITY ISSUES: SOME STUDENTS ARE IMPACTED MORE THAN OTHERS

- Shortages of special educators from diverse backgrounds are the most dramatic
- Students served in special schools are more likely to have less prepared teachers

• *Fall & Billingsley, 2011; Mason-Williams, Gagnon, & Bettini, 2017*

ADDITIONALLY. . .

The supply of
teachers is
dwindling



Council for Exceptional Children (2018); Dewey et al., in press



STATE RESPONSES TO SHORTAGES

*Nobody rises
to low
expectations!*

- Oklahoma and California have issued more emergency certificates
- Arizona, Illinois, and Minnesota have lowered certification standards
- Arizona gave local school administrators the power to determine teacher certification
- New York has allowed charter schools to certify their own teachers with less rigorous preparation

West, J. (2018). Calling All Teachers, Flexing your Advocacy Muscles to Address Teacher Shortages. MSLD Rethinking Behavior



PROBLEM WITH SHORT TERM SOLUTIONS



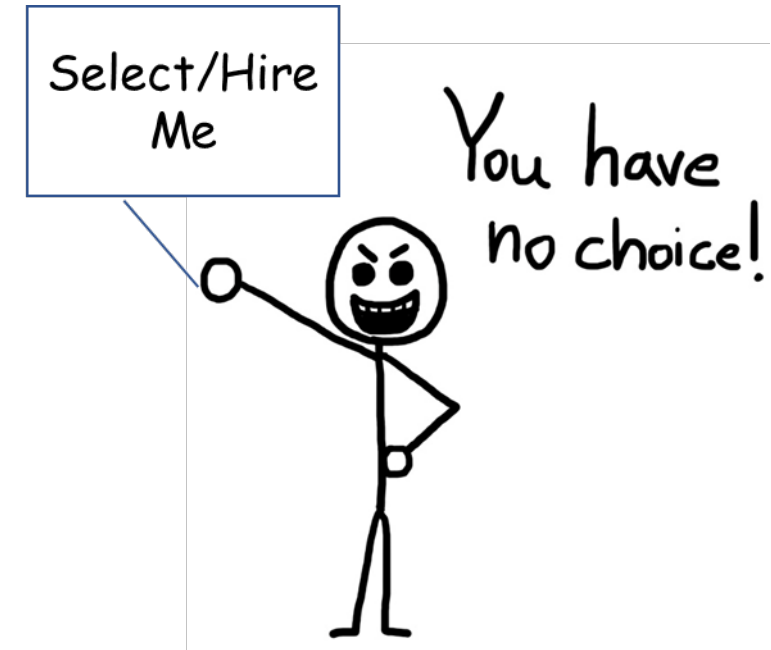
- They exacerbate quantity and quality shortages; creating a revolving door

Boe, Cook, & Sunderland, 2006; Feng & Sass, 2013; Ingersoll, Merrill, & May, 2014;
Miller, Brownell



REALITY

- Districts have few choices and rely on “fast-track” and emergency certified teachers with little preparation and no classroom experience.
- Policy changes and implementation, however, take time!

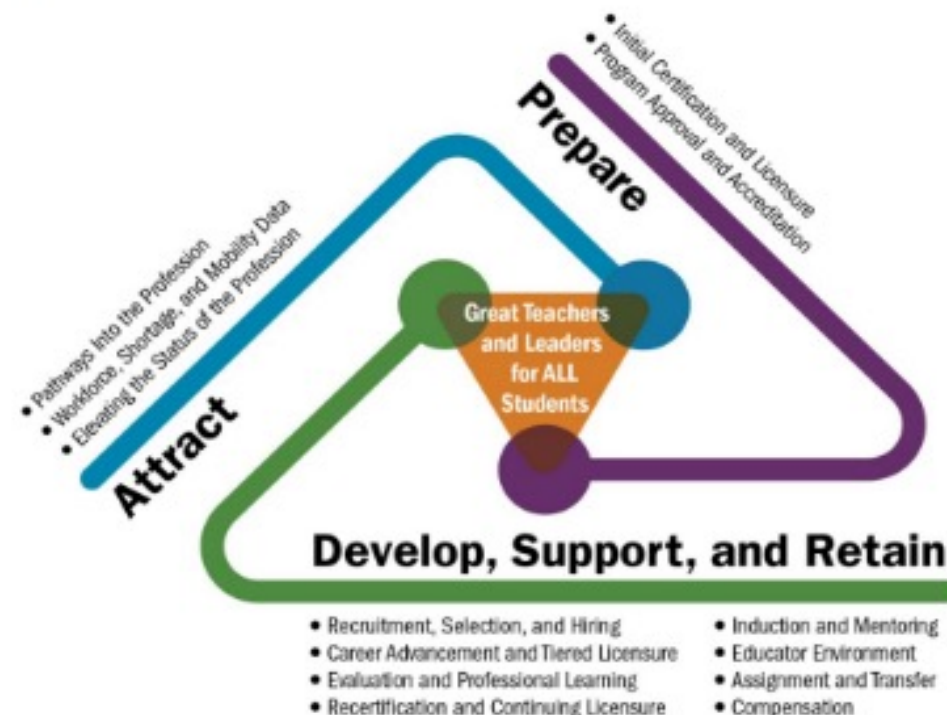


WHAT SHOULD WE DO?



EDUCATOR TALENT MANAGEMENT

- ✓ Need a talent management framework
- ✓ Looks across the career continuum
- ✓ Considers unique contexts
- ✓ Clarifies partner roles



Educator Talent Management Framework:
Center on Great Teachers and Leaders





EDUCATOR SHORTAGES IN SPECIAL EDUCATION

Toolkit for Developing Targeted, Local Strategies

*Coming
Soon!*

Phase I: Short-Term Strategies

- Just-in-time assistance to schools and districts forced to use **less-than-fully-prepared teachers** in classrooms.

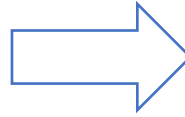
*Note: Districts must concurrently provide **intensive support** to these educators to get them prepared, while laying the foundation for longer-term solutions.*

Phase II: Long-Term Solutions

- **Systemic approaches** that are specific to local contexts without compromising quality.
- Facilitate **strong networks** with shared ownership, collective action, and joint accountability.
- No two shortages are created equal. Strategies must address **local context and needs**.
- Shortages can be addressed at any point along the **educator career continuum**.

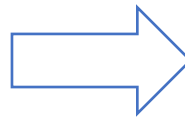
PHASE I: SHORT TERM STRATEGIES

Strategy #1
Hiring the Best
Possible Candidate



- Previous experience with children
- Previous experience with students/people with disabilities
- Experience working in schools
- Connection to the community

Strategy #2
Intensive Supports



- Mentoring & Induction
- Professional Development
- Pair with knowledgeable paraprofessional





Decision Guidance

Are systems of professional learning and support available to less-than qualified teachers?

No

Establish
Boot Camp
Professional
Development

Establish
Mentoring and
Induction

How-to Guide

	Role	Steps	Exemplars
What can the school leadership do?			
What can the district do?			
What can the Educator Preparation Program do?			
What can the SEA do?			





MENTORING & INDUCTION TOOLKIT 2.0

Supporting Teachers in High-Need Contexts

1 INTRODUCTION TO THE TOOLKIT



2 MENTOR RECRUITMENT, SELECTION & ASSIGNMENT



3 MENTOR PROFESSIONAL LEARNING, DEVELOPMENT & ASSESSMENT



4 BEGINNING TEACHER PROFESSIONAL LEARNING & DEVELOPMENT



5 THE PRINCIPAL'S ROLE IN MENTORING & INDUCTION



6 M&I SUPPORTS FOR TEACHERS OF STUDENTS WITH DISABILITIES



(Wingard, Thompson, Branton, & Stroupe, 2012, p.880)

7 COLLECTING EVIDENCE OF PROGRAM SUCCESS



Forthcoming Spring 2019

Strengthen collaborations across **states**, **districts**, and **educator preparation programs** by investing in local mentoring and induction programs that reinforce the content and skills that all teachers and leaders need to serve students with disabilities.



High-Leverage Practices (HLPs) Video Series

Free Videos for:

- Teacher Educators
- Teacher Candidates
- New Teachers
- School Leaders
- Professional Development Providers



Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research

PHASE II: COMPREHENSIVE, SYSTEMATIC APPROACH



- ✓ Identification of strategies per the development of gaps across the career continuum
- ✓ Smorgasbord/diversification of the portfolio
- ✓ Targeted strategy selection per unique contexts

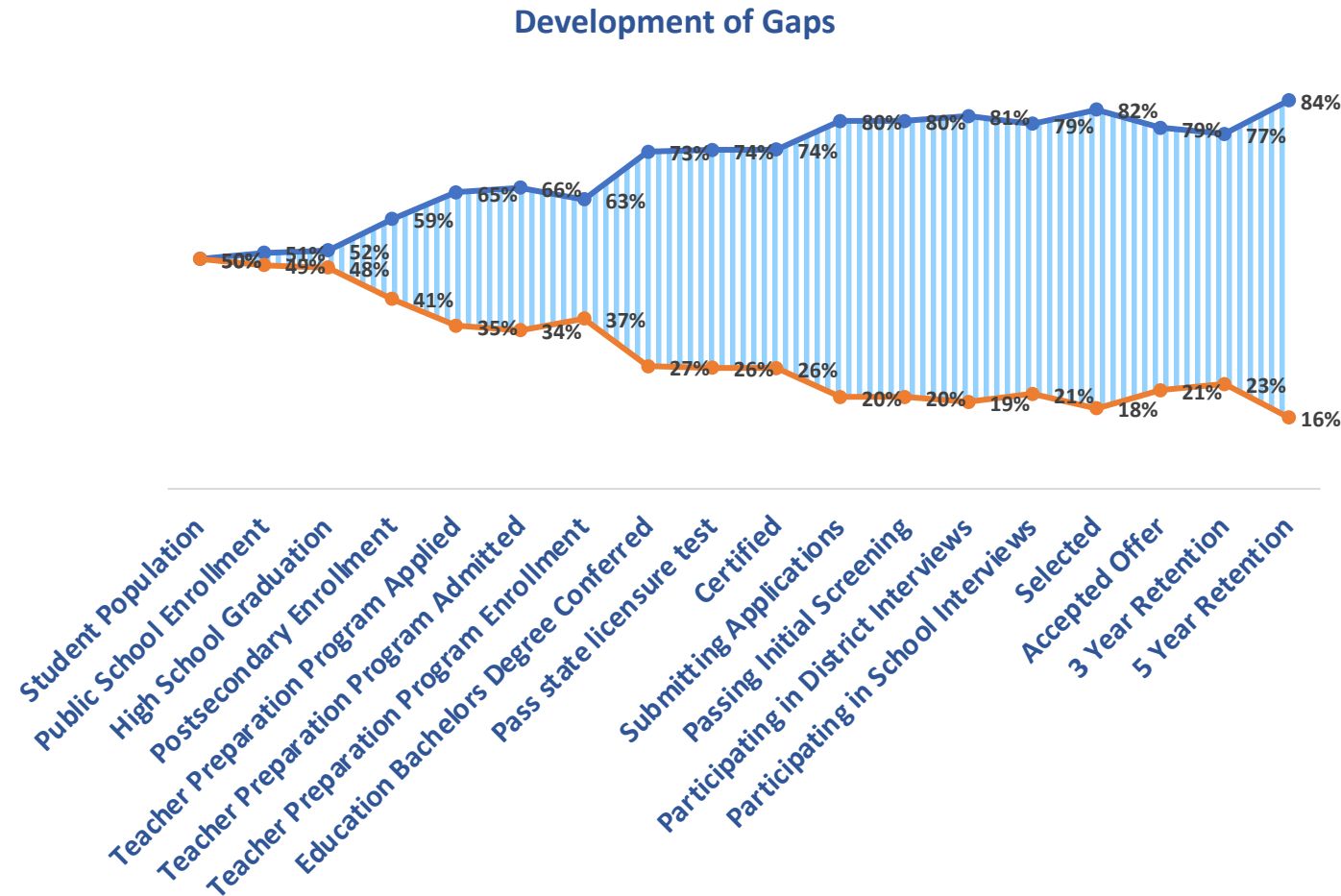


PHASE II: STRATEGY SELECTION FACILITATION PROCESS



DATA TOOL: GAP ANALYSIS

- ✓ Is it a production problem?
(Attract)
- ✓ Is it an attrition problem?
(Prepare and Support)
- ✓ Is it a distribution/equitable
access problem?
(Attract, Prepare, and Support)



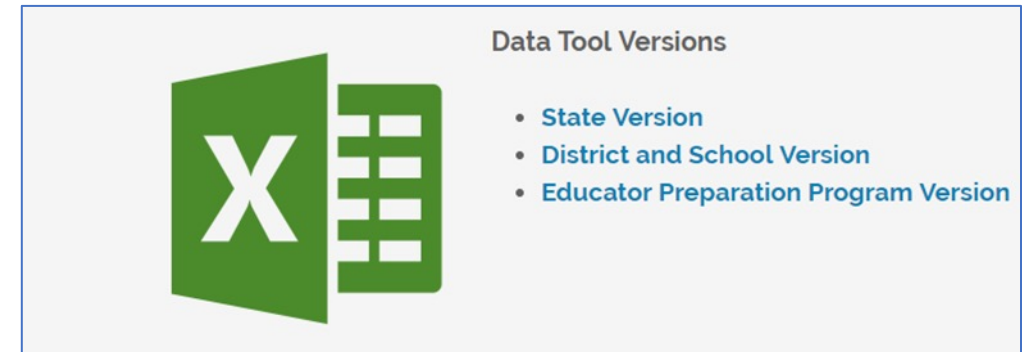
Center on Great Teachers and Leaders Data Tool to Establish an Diverse, Effective Educator Workforce





DATA TOOL: SPECIAL EDUCATOR SHORTAGES AND OPPORTUNITY GAPS

- Assess where special education shortages are corresponding with the greatest “opportunity gaps” for students with disabilities (as identified by the state’s ESSA accountability metrics).
- Targeted on the schools and students that need the most help.
- Strategies tailored toward local contexts and evaluated based upon impact where needed the most.



Center on Great Teachers and Leaders Data Tool to Establish an Diverse, Effective Educator Workforce



POLL: TEXT YOUR VOTE TO **650 600 9016**

Rate your response to the following: These tools could help my organization conduct data and root cause analysis to select specific strategies to address teacher shortages.

- Strongly agree: **173089**
- Agree: **173090**
- Disagree: **173091**
- Strongly disagree: **173092**
- Not applicable to my organization: **173093**



MULTIPLE OPTIONS BASED UPON



Incentives and Loan Forgiveness

Grow Your Own Programs

Paraprofessional Step Up Programs

Competitive Compensation

Teacher Leadership

Five Year Preparation Programs with Practice-Based Opportunities

National Board Certified Teachers

Sign-on Bonus

Quality Professional Learning Systems



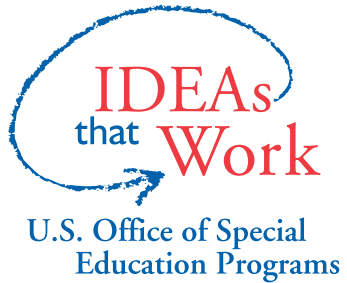
POLL 2: TEXT YOUR VOTE TO **650 600 9016**

Rate your response to the following: This presentation increased my awareness and knowledge of strategies to address shortages of special education teachers.

- Strongly agree: **173085**
- Agree: **173086**
- Disagree: **173087**
- Strongly disagree: **173088**



DISCLAIMER



This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A120003. Bonnie Jones and David Guardino serve as the project officers. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.

